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In an effort to improve education for culturally deprived children, a Curriculum Planning Committee should be set up, including one member from each district or area. An advisory committee and specialists should coordinate with the committee. A Curriculum Coordinator should be appointed for each elementary school involved in the program. The Coordinator would synchronize all instruction-improvement efforts and act as liaison between the schools and the community.

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MOBILIZATION FOR YOUTH

THE WORLD OF EDUCATION

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Curriculum Improvement

The proposals in the school action program are based in part on the hypothesis that academic retardation among culturally deprived children can be reversed by revising curriculum content in accordance with the needs of children, modifying teaching techniques and practices, and producing more realistic and appropriate teaching-learning resources. To systematize these varied efforts, a central curriculum committee is needed.

Curriculum Planning Committee

It is proposed that a Curriculum Planning Committee be established for the purpose of initiating, stimulating, and coordinating the planning, production, and testing of educational proposals and materials. Participation in the School-Community Relations Course will be one criterion for membership on the Curriculum Planning Committee after the in-service training program is instituted. Each Mobilization-area school will have one member on the central committee, preferably a key instructional leader.

An advisory committee of specialists from various institutions of higher education and other educational agencies will be formed to counsel the central coordinating committee. Specialists will be hired for consultation on specific curriculum proposals as these emerge.

A local educator should be appointed chairman of the Curriculum Planning Committee. The chairman would be located at the District Superintendent's office and would serve as a liaison between the Mobilization-area schools, the Curriculum Planning Committee, and the District Superintendent's office.

School Curriculum Coordinator

It is proposed that a Curriculum Coordinator be appointed for 12 elementary schools in the Mobilization area. The Coordinator will be, in effect a combination

master-teacher, curriculum consultant, and supervisor at his school. He wil be an experienced classroom teacher who has demonstrated the ability to work successfully with culturally deprived children.

The Curriculum Coordinator will be responsible for synchronizing instruction-improvement efforts in his elementary school. He will work closely with the Mobilization-area Curriculum Planning Committee and with the Curriculum Materials Production Center to ensure prompt response to the requests and suggestions of classroom teachers for particular kinds of material.

The Coordinator will observe classroom teaching regularly and provide ~~supervisory~~ assistance to teachers. He will be available for small-group or individual conferences and discussions with classroom teachers. He will assist the teachers in locating and obtaining audo-visual and printed materials, including those developed by the Curriculum Materials Center. He will encourage the local production and field trials of teaching materials and their evaluation and adoption by the schools.

The Coordinator will maintain contact with the Special Services Teachers and the subject specialists working with the classrcom teacher. He will meet regularly with other Coordinators under the auspices of the Curriculum Planning Committee to share experiences and to adapt possible solutions found in other elementary schools. The Coordinators will serve as liaison between the schools and the community in a campaign for cultural and educational enrichment for the youngsters in elementary schools.

Basic assumptions: The major hypotheses to be tested through the use of School Curriculum Coordinators are as follows:

1. Teaching effectiveness will be increased if the classroom teacher perceives a source of help with her instructional problems. The Coordinator,

whose full-time responsibility is synchronizing curriculum-improvement efforts and activities, is in a unique position to pinpoint problem areasand spot deficiencies as a first step in correction.

2. The Coordinator will be able to identify appropriate situations for using resource specialists.

3. The Curriculum Coordinator can be assigned by the principal to conduct conferences with teachers concerning instructional problems, new ideas, or suggestions for coping with classroom problems.